

Teacher Evaluation Rubrics

by Kim Marshall – Revised January 2009

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Expert
- 3 – Proficient
- 2 – Needs Improvement
- 1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, principals need to have been in classrooms frequently throughout the year; it is irresponsible to fill out the rubrics based on one classroom observation. Regular, unannounced mini-observations followed by face-to-face conversations are the best way for principals to have an accurate sense of teachers' performance, give formative praise and suggestions, and listen to push-back. For a detailed account of the development of these rubrics – and the rationale for not including student results – download Kim's Sept./ Oct. 2006 *Edge* article at <http://www.marshallmemo.com> (click on Kim Marshall Bio/Pubs and scroll down).

3. The *Proficient* level describes solid, expected professional performance; no teacher should be ashamed of scores at this level. The *Expert* level is reserved for truly outstanding teaching as described by very demanding criteria; there will be relatively few scores at this level. *Needs Improvement* indicates that performance has real deficiencies – nobody should be content with scores at this level – and performance at the *Does Not Meet Standards* level is clearly unacceptable and needs to be changed immediately.

4. When scoring, take each of the ten criteria and ripple up and down the four levels (for example, reading the descriptions for item a. at Expert, Proficient, Needs Improvement, and Does Not Meet Standards), find the level that best describes performance, and swipe the whole line with a highlighter. This creates a vivid graphic display of overall performance, areas for commendation, and areas that need work (see page 9 for a sample).

5. Evaluation conferences are greatly enhanced if the principal and teacher fill out the rubrics in advance (using the highlighter approach), then meet and compare scores one page at a time. The principal has the final say, but the discussion should aim for consensus based on actual evidence of the fairest score for each criterion. Principals should go into evaluation process with some humility since they can't possibly know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective.

6. Some principals sugar-coat criticism and give inflated scores for fear of hurting feelings. This does not help teachers improve. The kindest thing a principal can do for an underperforming teacher is give candid, evidence-based feedback and robust follow-up support. In addition, if an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 10).

A. Planning and Preparation for Learning

The teacher:

4 - Expert

- a. Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.
- b. Has a well-honed game plan for the year that is tightly aligned with state standards and assessments.
- c. Plans all units backwards, aligned with high standards, state assessments, and all Bloom's levels.
- d. Plans diagnostic, formative, and summative assessments to closely monitor student learning.
- e. Anticipates misconceptions that students are likely to have and plans how to overcome them.
- f. Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.
- g. Designs highly relevant lessons that will motivate all students and sweep them up in active learning.
- h. Designs lessons involving an appropriate mix of top-notch, multicultural learning materials.
- i. Designs lessons that simplify complex tasks and address all learning needs, styles, and interests.
- j. Artfully uses room arrangement, materials, and displays to maximize student learning of all material.

3 - Proficient

- a. Knows the subject matter well and has a good grasp of child development and how students learn.
- b. Plans the year so students will meet state standards and be ready for external assessments.
- c. Plans most curriculum units backwards with standards, state tests, and some Bloom's levels in mind.
- d. Plans formative and summative assessments to measure student learning.
- e. Anticipates misconceptions and confusions that students might have.
- f. Designs lessons focused on measurable outcomes aligned with unit goals and state standards.
- g. Designs lessons that are relevant, motivating, and likely to engage students in active learning.
- h. Designs lessons that use an effective, multicultural mix of materials.
- i. Designs lessons that break down complex tasks and target diverse learning needs, styles, and interests.
- j. Organizes classroom furniture, materials, and displays to support unit and lesson goals.

2 - Needs Improvement

- a. Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.
- b. Has done some thinking about how to cover high standards and test requirements this year.
- c. Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.
- d. Drafts unit tests as instruction proceeds.
- e. Has a hunch about one or two ways that students might become confused with the content.
- f. Plans lessons with unit goals in mind.
- g. Plans lessons that will catch some students' interest and perhaps get a discussion going.
- h. Plans lessons that involve a mixture of good and mediocre learning materials.
- i. Plans lessons with some thought as to how to accommodate special needs students.
- j. Organizes furniture and materials to support the lesson, with only a few decorative displays.

1 - Does Not Meet Standards

- a. Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
- b. Plans lesson by lesson and has little familiarity with high standards and tests.
- c. Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals.
- d. Writes final tests shortly before they are given.
- e. Proceeds without considering misconceptions that students might have about the material.
- f. Plans lessons aimed primarily at entertaining students or covering textbook chapters.
- g. Plans lessons with very little likelihood of motivating or involving students.
- h. Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
- i. Plans lessons aimed at the "middle" of the class.
- j. Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: ___ Comments:

B. Classroom Management

The teacher:

4 - Expert

- a. Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.
- b. Shows warmth, caring, respect, and fairness for all students and builds strong relationships.
- c. Wins all students' respect and creates a climate in which disruption of learning is unthinkable.
- d. Implements a program that successfully develops positive interactions and social-emotional skills.
- e. Successfully inculcates class routines so that students maintain them throughout the year.
- f. Successfully develops students' self-discipline, self-confidence, and a sense of responsibility.
- g. Has a highly effective discipline repertoire and can capture and hold students' attention any time.
- h. Uses coherence, lesson momentum, and silky-smooth transitions to get the most out of every minute.
- i. Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.
- j. Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.

3 – Proficient

- a. Clearly communicates and consistently enforces high standards for student behavior.
- b. Is fair and respectful toward students and builds positive relationships.
- c. Commands respect and refuses to tolerate disruption.
- d. Fosters positive interactions among students and teaches useful social skills.
- e. Teaches routines and has students maintain them all year.
- f. Develops students' self-discipline and teaches them to take responsibility for their own actions.
- g. Has a repertoire of discipline “moves” and can capture and maintain students' attention.
- h. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.
- i. Is a confident, dynamic “presence” and nips most discipline problems in the bud.
- j. Uses incentives wisely to encourage and reinforce student cooperation.

2 – Needs Improvement

- a. Announces and posts classroom rules and punishments.
- b. Is fair and respectful toward most students and builds positive relationships with some.
- c. Wins the respect of some students but there are regular disruptions in the classroom.
- d. Often lectures students the need for good behavior, and makes an example of “bad” students.
- e. Tries to train students in class routines but many of the routines are not maintained.
- f. Tries to get students to be responsible for their actions, but many lack self-discipline.
- g. Has a limited disciplinary repertoire and students are frequently not paying attention.
- h. Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.
- i. Tries to prevent discipline problems but sometimes little things escalate into big problems.
- j. Uses extrinsic rewards in an attempt to get students to cooperate and comply.

1 – Does Not Meet Standards

- a. Comes up with *ad hoc* rules and punishments as events unfold during the year.
- b. Is sometimes unfair and disrespectful to the class; plays favorites.
- c. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
- d. Publicly berates “bad” students, blaming them for their poor behavior.
- e. Does not teach routines and is constantly nagging, threatening, and punishing students.
- f. Is unsuccessful in fostering self-discipline in students; they depend on the teacher to behave.
- g. Has few discipline “moves” and constantly struggles to get students' attention.
- h. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
- i. Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
- j. Gives away “goodies” (e.g., free time) without using it as a lever to improve behavior.

Overall rating: ___ Comments:

C. Delivery of Instruction

The teacher:

4 - Expert

- a. Exudes high expectations and tenacity and convinces all students that they will master the material.
- b. Teaches students to be risk-takers and believe that through effective effort, they will get smarter.
- c. Shows students exactly what's expected by posting essential questions, rubrics, goals, and exemplars.
- d. Grabs students' interest and makes connections to prior knowledge, experience, and reading.
- e. Presents material clearly and explicitly, makes connections, and uses vivid and appropriate language.
- f. Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.
- g. Engages all students in focused work in which they are active learners and problem-solvers.
- h. Meets the learning needs and styles of all students by differentiating and scaffolding.
- i. Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.
- j. Has students summarize and internalize what they learn and apply it to real-life situations.

3 - Proficient

- a. Conveys to students: This is important, you can do it, and I'm not going to give up on you.
- b. Tells students it's okay to take risks and make mistakes; effective effort, not innate ability, is the key.
- c. Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.
- d. Activates students' prior knowledge and hooks their interest in each unit and lesson.
- e. Uses clear explanations, appropriate language, and good examples to present material.
- f. Orchestrates effective strategies, materials, and classroom groupings to foster student learning.
- g. Has students actively think about, discuss, and use the ideas and skills being taught.
- h. Differentiates and scaffolds instruction to accommodate students' learning needs.
- i. Is flexible about modifying lessons to take advantage of teachable moments.
- j. Has students sum up what they have learned and apply it in a different context.

2 - Needs Improvement

- a. Tells students that the subject matter is important and they need to work hard.
- b. Tells students that making mistakes doesn't mean they're stupid, they can learn from errors.
- c. Tells students the main learning objectives of each lesson.
- d. Tries to make the subject interesting and relate it to things students already know.
- e. Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.
- f. Uses a limited range of classroom strategies, materials, and groupings with mixed success.
- g. Attempts to get students actively involved but some students are disengaged.
- h. Attempts to accommodate students with special needs, with limited success.
- i. Is overly focused on implementing lesson plans and sometimes misses teachable moments.
- j. Asks students to think about real-life applications for what they are studying.

1 - Does Not Meet Standards

- a. Tells students that they need to work hard to do well in school.
- b. Doesn't prevent many students from feeling embarrassed when they make mistakes in school.
- c. Begins lessons without giving students a sense of where instruction is headed.
- d. Does not hook most students' interest or make connections to their lives.
- e. Often presents material in a confusing way, using language that is inappropriate.
- f. Uses only one or two teaching strategies and types of materials and doesn't reach most students.
- g. Mostly lectures to passive students or has them plod through textbooks and worksheets.
- h. Fails to provide for differentiated instruction for students with special needs.
- i. Is rigid and inflexible with lesson plans and fails to take advantage of teachable moments.
- j. Moves on at the end of each lesson and unit without having students summarize.

Overall rating: ___ Comments:

D. Monitoring, Assessment, and Follow-Up

The teacher:

4 - Expert

- a. Posts the criteria for proficient work, including rubrics and exemplars, and students internalize them.
- b. Uses a variety of first-rate assessments to pre-diagnose and continuously monitor students' learning.
- c. Continuously checks for understanding, unscrambles confusion, and gives specific, helpful feedback.
- d. Has students set ambitious goals, self-assess and -monitor, and take responsibility for their progress.
- e. Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort.
- f. Immediately uses interim assessment data to fine-tune teaching, re-teach, and help struggling students.
- g. Relentlessly follows up with struggling students with time and support to reach proficiency.
- h. Makes sure that students who need specialized diagnosis and help receive appropriate services ASAP.
- i. Charts and analyzes assessment data, draws action conclusions, and shares them with others.
- j. Constantly reflects on the effectiveness of teaching and works every day to improve.

3 - Proficient

- a. Posts clear criteria for proficiency, including rubrics and exemplars of student work.
- b. Diagnoses students' knowledge and skills up front and uses a variety of assessments during each unit.
- c. Frequently checks for understanding and gives students helpful feedback if they seem confused.
- d. Has students set goals, self-assess, and know where they stand academically at all times.
- e. Regularly posts students' work to make visible and celebrate their progress with respect to standards.
- f. Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.
- g. Takes responsibility for students who are not succeeding and tenaciously gives them extra help.
- h. When necessary, refers students for specialized diagnosis and extra help.
- i. Analyzes data from summative assessments, draws conclusions, and shares them appropriately.
- j. Reflects on the effectiveness of lessons and units and continuously works to improve them.

2 - Needs Improvement

- a. Tells students some of the qualities that their finished work should exhibit.
- b. Uses pencil-and-paper quizzes and tests with some open-ended questions to assess student learning.
- c. Asks questions to see if students understand.
- d. Urges students to look over their tests, see where they had trouble, and aim to improve those areas.
- e. Posts some 'A' student work as an example others.
- f. Looks over students' tests to see if there is anything that needs to be re-taught.
- g. Offers students who fail tests some additional time to study and do re-takes.
- h. Sometimes doesn't refer students promptly for special help, or refers students who don't need it.
- i. Records students' grades and notices some general patterns for future reference.
- j. At the end of a teaching unit or semester, thinks about what might have been done better.

1 - Does Not Meet Standards

- a. Expects students to know (or figure out) what it takes to get good grades.
- b. Uses only multiple-choice and short-answer pencil-and-paper tests to assess student learning.
- c. Rarely takes time to check for understanding.
- d. Urges students to work harder and be more careful on future tests.
- e. Posts only a few samples of 'A' work.
- f. Looks over unit and final tests to see if there are any lessons for the future.
- g. Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
- h. Either fails to refer students for special education or refers students who do not need it.
- i. Records students' grades and moves on with the curriculum.
- j. When a teaching unit or lesson doesn't go well, chalks it up to experience.

Overall rating: ____ Comments:

E. Family and Community Outreach

The teacher:

4 - Expert

- a. Shows great sensitivity and respect for family and community culture, values, and beliefs.
- b. Shows each parent an in-depth knowledge of their child and a strong belief he/she will reach standards.
- c. Gives parents clear, user-friendly learning/behavior expectations and exemplars of proficient work.
- d. Makes sure parents hear positive news about their children first, and immediately flags any problems.
- e. Frequently involves parents in supporting and enriching the curriculum as it unfolds.
- f. Assigns highly-engaging homework, gets close to a 100% return, and provides rich feedback.
- g. Deals immediately and successfully with parent concerns and makes parents feel welcome any time.
- h. In conferences, report cards, and informal talks, gives parents detailed feedback on children's progress.
- i. Is successful in contacting and working with all parents, including those who are hard to reach.
- j. Successfully enlists classroom volunteers and extra resources from homes and the community.

3 - Proficient

- a. Communicates respectfully with parents and is sensitive to different families' culture and values.
- b. Shows parents a genuine interest and belief in each child's ability to reach standards.
- c. Gives parents clear, succinct expectations for student learning and behavior for the year.
- d. Promptly informs parents of behavior and learning problems, and also updates parents on good news.
- e. Updates parents on the unfolding curriculum and suggests ways to support learning at home.
- f. Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.
- g. Responds promptly and effectively to parent concerns and makes parents feel welcome in the school.
- h. Uses conferences and report cards to give parents feedback on their children's progress.
- i. Tries to contact all parents and is tenacious in contacting hard-to-reach parents.
- j. Reaches out to families and community agencies to bring in volunteers and additional resources.

2 - Needs Improvement

- a. Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear.
- b. Tells parents that he or she cares about their children and wants the best for them.
- c. Sends home a list of classroom rules and the syllabus for the year.
- d. Lets parents know about problems their children are having but rarely mentions positive news.
- e. Sends home occasional suggestions on how parents can help their children with schoolwork.
- f. Assigns homework and urges parents to get their children to complete it.
- g. Is slow to respond to some parent concerns and gives off an unwelcoming vibe.
- h. Uses report card conferences to tell parents the areas in which their children can improve.
- i. Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.
- j. Asks parents to volunteer in the classroom and contribute extra resources.

1 - Does Not Meet Standards

- a. Is often insensitive to the culture and beliefs of students' families.
- b. Does not communicate to parents knowledge of individual children or concern about their future.
- c. Does not share learning and behavior expectations with parents.
- d. Seldom informs parents of concerns or positive news about their children.
- e. Rarely if ever communicates with parents on ways to help their children at home.
- f. Assigns homework but is resigned to the fact that many students won't turn it in.
- g. Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
- h. Gives out report cards and expects parents to follow up on areas that need improvement.
- i. Makes little or no effort to contact parents.
- j. Does not reach out for extra support from parents or the community.

Overall rating: ____ Comments:

F. Professional Responsibilities

The teacher:

4 - Expert

- a. Has perfect or near-perfect attendance.
- b. Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.
- c. Presents as a consummate professional and always observes appropriate boundaries.
- d. Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.
- e. Is an important member of teacher teams and committees and frequently attends after-school activities.
- f. Frequently contributes valuable ideas and expertise that further the school's mission.
- g. Informs the administration of any concerns and reaches out for help and suggestions when needed.
- h. Actively seeks out feedback and suggestions and uses them to improve performance.
- i. Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.
- j. Devours effective practices from fellow professionals, workshops, reading, study groups, the Web, etc.

3 - Proficient

- a. Has excellent attendance.
- b. Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.
- c. Demonstrates professional demeanor and maintains appropriate boundaries.
- d. Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.
- e. Shares responsibility for grade-level and schoolwide activities and volunteers to serve on committees.
- f. Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.
- g. Keeps the administration informed about concerns and asks for help when it's needed.
- h. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
- i. Collaborates with colleagues to plan units, share teaching ideas, and look at student work.
- j. Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, the Internet, etc.

2 - Needs Improvement

- a. Has mediocre attendance.
- b. Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.
- c. Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.
- d. Sometimes uses bad judgment, is less than completely honest, and discloses student information.
- e. Will serve on a committee and attend an after-school activities when asked to do so.
- f. Occasionally suggests an idea aimed at improving the school.
- g. Is reluctant to share concerns with the administration or ask for help.
- h. Is somewhat defensive but does listen to feedback and suggestions.
- i. Meets occasionally with colleagues to share ideas about teaching and students.
- j. Keeps an eye out for new ideas for improving teaching and learning.

1 - Does Not Meet Standards

- a. Has poor attendance.
- b. Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
- c. Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
- d. Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
- e. Declines invitations to serve on committees and attend after-school activities.
- f. Rarely if ever contributes ideas that might help improve the school.
- g. Bottles up concerns or constantly complains, and is not open to help.
- h. Is very defensive about criticism and resistant to changing classroom practice.
- i. Meets infrequently with colleagues, and conversations lack educational substance.
- j. Is not open to ideas for improving teaching and learning.

Overall rating: ___ Comments:

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Expert Proficient Needs Improvement Does Not Meet Standards

B. Classroom Management: Expert Proficient Needs Improvement Does Not Meet Standards

C. Delivery of Instruction: Expert Proficient Needs Improvement Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Expert Proficient Needs Improvement Does Not Meet Standards

E. Family and Community Outreach: Expert Proficient Needs Improvement Does Not Meet Standards

F. Professional Responsibilities: Expert Proficient Needs Improvement Does Not Meet Standards

OVERALL RATING: Expert Proficient Needs Improvement Does Not Meet Standards

OVERALL COMMENTS BY PRINCIPAL:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Sample Page Using **Highlighter** Approach

The teacher:

4 - Expert

- a. Posts the criteria for proficient work, including rubrics and exemplars, and students internalize them.
- b. Uses a variety of first-rate assessments to pre-diagnose and continuously monitor students' learning.
- c. Continuously checks for understanding, unscrambles confusion, and gives specific, helpful feedback.
- d. Has students set ambitious goals, self-assess and -monitor, and take responsibility for their progress.
- e. Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort.
- f. Immediately uses interim assessment data to fine-tune teaching, re-teach, and help struggling students.
- g. Relentlessly follows up with struggling students with time and support to reach proficiency.
- h. Makes sure that students who need specialized diagnosis and help receive appropriate services ASAP.
- i. Charts and analyzes assessment data, draws action conclusions, and shares them with others.
- j. Constantly reflects on the effectiveness of teaching and works every day to improve.

3 - Proficient

- a. Posts clear criteria for proficiency, including rubrics and exemplars of student work.
- b. Diagnoses students' knowledge and skills up front and uses a variety of assessments during each unit.
- c. Frequently checks for understanding and gives students helpful feedback if they seem confused.
- d. Has students set goals, self-assess, and know where they stand academically at all times.
- e. Regularly posts students' work to make visible and celebrate their progress with respect to standards.
- f. Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.
- g. Takes responsibility for students who are not succeeding and tenaciously gives them extra help.
- h. When necessary, refers students for specialized diagnosis and extra help.
- i. Analyzes data from summative assessments, draws conclusions, and shares them appropriately.
- j. Reflects on the effectiveness of lessons and units and continuously works to improve them.

2 - Needs Improvement

- a. Tells students some of the qualities that their finished work should exhibit.
- b. Uses pencil-and-paper quizzes and tests with some open-ended questions to assess student learning.
- c. Asks questions to see if students understand.
- d. Urges students to look over their tests, see where they had trouble, and aim to improve those areas.
- e. Posts some 'A' student work as an example others.
- f. Looks over students' tests to see if there is anything that needs to be re-taught.
- g. Offers students who fail tests some additional time to study and do re-takes.
- h. Sometimes doesn't refer students promptly for special help, or refers students who don't need it.
- i. Records students' grades and notices some general patterns for future reference.
- j. At the end of a teaching unit or semester, thinks about what might have been done better.

1 - Does Not Meet Standards

- a. Expects students to know (or figure out) what it takes to get good grades.
- b. Uses only multiple-choice and short-answer pencil-and-paper tests to assess student learning.
- c. Rarely takes time to check for understanding.
- d. Urges students to work harder and be more careful on future tests.
- e. Posts only a few samples of 'A' work.
- f. Looks over unit and final tests to see if there are any lessons for the future.
- g. Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
- h. Either fails to refer students for special education or refers students who do not need it.
- i. Records students' grades and moves on with the curriculum.
- j. When a teaching unit or lesson doesn't go well, chalks it up to experience.

Overall rating: ____ Comments:

Spreadsheet of Rubric Scores of a 12-Member Staff for PD Purposes

	<i>A. Planning & Preparation</i>	<i>B. Classroom Management</i>	<i>C. Delivery of Instruction</i>	<i>D. Assessment, Monitoring, Follow-Up</i>	<i>E. Parent and Community Outreach</i>	<i>F. Professional Responsibilities</i>	
Cynthia	3	3	3	1	3	3	16
Henry	3	4	3	3	3	3	19
Belinda	3	3	3	2	3	3	17
Marcia	4	4	4	4	4	4	24
Charles	3	3	3	2	3	4	18
Raymond	3	3	3	1	3	4	17
Sandy	3	3	3	2	3	3	17
Mark	4	4	4	4	4	4	24
Placida	3	3	3	2	3	3	17
Anne	3	3	3	1	3	3	16
Richard	2	3	2	1	2	1	11
Totals	34	36	34	23	34	35	